

## State Curriculum – Health Education

1.0 Mental and Emotional Health – Students will demonstrate the ability to use mental and emotional health knowledge, skills, and strategies to enhance wellness.

Pre K	Grade K	Grade 1	Grade 2	Grade 3
	<p>A. Communication  <b>1. Recognize methods of communication.</b>  a. Demonstrate positive communication among peers.</p> <p>B. Emotions  <b>1. Examine emotions and responses to various situations.</b>  a. Identify basic emotions/feelings.  b. Demonstrate expression of basic emotions/feelings.</p>	<p>A. Communication  <b>1. Recognize methods of communication.</b>  a. Define ways to communicate with friends and family, such as eye-contact and tone of voice.</p> <p>B. Emotions  <b>1. Examine emotions and responses to various situations.</b>  a. Define different feelings.  b. Describe how it feels to be happy, upset, calm, surprised.  c. Identify what makes you happy, upset, calm, and surprised.</p>	<p>A. Communication  <b>1. Recognize appropriate methods of communication.</b>  a. Identify methods of communication appropriate for specific situations.  b. Demonstrate appropriate methods of communication.</p> <p>B. Emotions  <b>1. Examine emotions and responses to various situations.</b>  a. Demonstrate the meaning of emotion.  b. Categorize other words that mean happy, upset, calm, and surprised.</p> <p>C. Components of well being  <b>1. Identify components to promote personal well-being.</b>  a. Name two cooperation skills.  b. Predict what it feels like to work cooperatively with others in a group.</p>	<p>A. Communication  <b>1. Recognize different types of communication skills.</b>  a. Practice verbal and non-verbal methods of communication.</p> <p>B. Emotions  <b>1. Recognize that emotions come from basic needs.</b>  a. Relate human needs to human emotions.</p> <p>C. Components of Personal Well-being  <b>1. Identify the components to promote personal well-being.</b>  a. Identify and describe the emotional and physical human needs, such as shelter, food, water, and love.  b. Identify and describe human social needs.  c. Describe the social needs addressed by belonging to a group.  d. Recognize the feelings of being excluded from a group.</p>

1.0 Cont'd.

Pre K	Grade K	Grade 1	Grade 2	Grade 3
	<p>E. Character Traits</p> <p><b>1. Identify positive and negative character traits, contributing to one's uniqueness</b></p> <p>a. Identify character traits contributing to your uniqueness.</p> <p>b. Identify actions to make a friend.</p>	<p>D. Decision Making</p> <p><b>1. Identify how to make a good choice/decision.</b></p> <p>a. Explain the meaning of the word choice/decision.</p> <p>b. Identify and describe what makes a good choice/decision such as safe, respectful, legal, and parent approval.</p>	<p>D. Decision Making</p> <p><b>1. Identify choices available in order to make a decision.</b></p> <p>a. Choose factors that influence making decisions.</p> <p>E. Character Traits</p> <p><b>1. Identify positive and negative character traits contributing to one's uniqueness.</b></p> <p>a. Describe positive character traits of friends.</p> <p>b. Explain how being a good friend demonstrates positive character.</p> <p>c. Identify positive and negative traits of characters in media.</p> <p>F. Stress</p> <p><b>1. Recognize the factors associated with stress experienced in the family.</b></p> <p>a. Describe examples of family stressors.</p> <p>b. Demonstrate reactions to stressful situations.</p> <p>c. Identify stress management skills and strategies.</p>	<p>D. Decision Making</p> <p><b>1. Examine the steps of the decision-making process.</b></p> <p>a. Compare the difference between positive and negative consequences in age appropriate situations.</p> <p>E. Character Traits</p> <p><b>1. Identify positive and negative character traits that contribute to one's uniqueness.</b></p> <p>a. Select and model strategies to incorporate positive character traits.</p> <p>F. Stress</p> <p><b>1. Recognize the factors associated with stress experienced in school.</b></p> <p>a. Describe examples of school stressors.</p> <p>b. Discuss symptoms of stress.</p> <p>c. Apply strategies to reduce stress in school.</p>

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2.0 Alcohol, Tobacco, and Other Drugs - Students will demonstrate the ability to use drug knowledge, decision-making skills, and health enhancing strategies to address, the use, non-use, and abuse of medications, alcohol, tobacco, and other drugs.

Pre K	Grade K	Grade 1	Grade 2	Grade 3
	<p>A. Medicine  <b>1. Identify appropriate uses of medicine.</b>            a. List common medicines.            b. Discuss safe use of medicines.</p>	<p>A. Medicine  <b>1. Identify appropriate uses of medicine.</b>            a. Define the term drug.            b. Define the term medicine.            c. Describe the functions of medicines.</p> <p>B. Tobacco  <b>1. Identify how tobacco use harms health.</b>            a. List products containing tobacco.            b. Describe the harmful effects of tobacco such as hard to breathe, bad breath, stained teeth, cause disease.</p>	<p>A. Medicine  <b>1. Identify practices for using medicine safely.</b>            a. Describe rules for taking medicine safely.</p> <p>B. Tobacco  <b>1. Identify how tobacco use affects health.</b>            a. Discuss how tobacco use can become a habit.            b.Summarize the benefits of not using tobacco.</p>	<p>A. Medicine  <b>1. Identify safe practices for using prescription and Over the Counter (OTC) drugs.</b>            a. Identify prescription and OTC drugs.            b. Explain the importance of following directions when using medicines or other substances.            c. List and describe appropriate uses for prescribed and OTC drugs.</p> <p>B. Tobacco  <b>1. Identify and examine physical consequences of the use of tobacco.</b>            a. Recognize that tobacco products contain nicotine.            b. Identify forms of tobacco, such as smoke or smokeless.            c. Describe the effects of tobacco use and non-use, including second-hand smoke, on the body.            d. Demonstrate a personal commitment not to use tobacco.</p>

Pre K	Grade K	Grade 1	Grade 2	Grade 3
		<p>C. Alcohol  <b>1. Identify the physical effects of using alcohol.</b>            a. Distinguish alcohol as a drug.            b. Identify products containing alcohol.            c. Recognize that alcohol is unhealthy and illegal for children.</p>	<p>C. Alcohol  <b>1. Identify physical consequences of the use of alcohol.</b>            a. Describe the short term effects of alcohol use on the body, for example blurred vision, lack of coordination, and slow reaction time.</p> <p>E. Drugs and the Law  <b>1. Identify ways to say no to unsafe medicine/drug use.</b>            a. Distinguish between illegal drugs and medicine.            b. Demonstrate refusal skills to resist pressure to use drugs.</p>	<p>D. Caffeine  <b>1. Identify caffeine as a drug.</b>            a. List products that contain caffeine.            b. Suggest alternative products which do not contain caffeine.</p>

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3.0 Personal and Consumer Health - Students will demonstrate the ability to use consumer knowledge, skills, and strategies to develop sound personal health practices involving the use of health care products, services, and community resources.

Pre K	Grade K	Grade 1	Grade 2	Grade 3
	<p>A. Personal Health Maintenance  <b>1. Identify ways to care for your body.</b>  a. Identify why it is important to keep your body clean such as preventing diseases, smelling nice, looking nice.  b. List ways you can keep your body clean such as taking a bath or shower, shampooing hair, washing you hands, wearing clean clothes, and brushing your teeth.  c. List the proper steps for hand-washing.</p>	<p>A. Personal Health Maintenance  <b>1. Explain how to improve or maintain personal health.</b>  a. Describe ways to promote dental health such as brushing and flossing teeth, visiting dentist, and eating healthy foods.</p> <p>B. Information, Products, and Services  <b>1. Identify health services available in the school.</b>  a. List people in the school that provide care such as school nurse, counselors, doctors, and clinic workers.  b. Describe how health service providers help you.</p> <p>C. Pollution and Personal Health Issues  <b>1. Identify health issues created by pollution.</b>  a. Explain why litter is harmful.  b. List ways to prevent littering.</p>	<p>A. Personal Health Maintenance  <b>1. Explain how to improve or maintain personal health.</b>  a. Describe behaviors to care for the health of eyes and ears.  b. Describe behaviors to promote overall body health, such as visiting the doctor, exercising, adequate nutrition, practicing hygiene, and avoiding hazards.</p> <p>B. Information, Products, and Services  <b>1. Identify health services available in the community.</b>  a. List community resources that provide health care.  b. List reasons people might go to a hospital or clinic.  c. Describe health services available to you in a hospital or clinic.</p> <p>C. Pollution and Personal Health Issues  <b>1. Identify health issues created by pollution.</b>  a. Identify types of pollution such as air, water, and waste.  b. List how the types of pollution affect your body and your health.</p>	

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4.0 Family Life and Human Sexuality – Students will demonstrate the ability to use human development knowledge, social skills, and health enhancing strategies to promote positive relationships and health growth and development throughout the life cycle.

Pre K	Grade K	Grade 1	Grade 2	Grade 3
	<p>A. Family Unit  <b>1. Define a family unit.</b>            a. Define what is a family.            b. Label who is in your family.            c. Explain/Interpret where you fit in your family structure.            d. Analyze family structures in media.</p>	<p>A. Family Unit  <b>1. Identify what is special about your family.</b>            a. List members of your family.            b. Describe special traits about each member of your family.            c. Recognize differences in family structure and custom.</p> <p>B. Physical, Mental, and Social Growth  <b>1. Describe the growth process</b>            a. Explain how height and weight relate to the growth process.</p>	<p>A. Family Unit  <b>1. Identify how your family helps you and you help your family.</b>            a. Discuss how your family takes care of you, helps you mature, stay safe, and be responsible.            b. Explain that roles and responsibilities of family members differ according to age.</p> <p>B. Physical, Mental, and Social Growth  <b>1. Describe the physical, social, mental growth processes.</b>            a. Compare the differences between when you were a baby and now.            b. List something you can do now that you couldn't do a year ago.            c. Predict something you think you will be able to do next year that you can't do now.</p>	<p>A. Family Unit  <b>1. Identify what makes a healthy family.</b>            a. Recognize the different relationships within the family, such as parent/child and sibling/sibling.            b. Discuss ways your family members show they care for each other.            c. List ways families can resolve conflicts, for example family meetings, parent involvement, and talking things out.</p>

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5.0 Safety and Injury Prevention - Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.

Pre K	Grade K	Grade 1	Grade 2	Grade 3
<p>A. Emergencies</p> <p><b>1. Recognize how to respond appropriately to emergency situations.</b></p> <p>a. Identify how to respond to emergency situations such as tell an adult and call 911.</p>	<p>A. Emergencies</p> <p><b>1. Recognize how to respond appropriately to emergency situations.</b></p> <p>a. Explain how to respond to emergency situations such as tell an adult and call 911.</p>	<p>A. Emergencies</p> <p><b>1. Describe how to respond appropriately to emergency situations.</b></p> <p>a. Practice how to respond to an emergency, for example tell an adult and call 911.</p>	<p>A. Emergencies</p> <p><b>1. Demonstrate the ability to respond appropriately to emergency situations.</b></p> <p>a. Model how to respond to an emergency in different situations.</p>	<p>A. Responding to Emergencies</p> <p><b>1. Demonstrate the ability to respond appropriately to emergency situations.</b></p> <p>a. Identify different emergency situations.</p> <p>b. Demonstrate basic first aid for small cuts and scrapes, blisters, mild burns, choking, sunburn, and nosebleeds.</p> <p><b>2. Demonstrate the ability to access emergency services.</b></p> <p>a. Categorize procedures for reporting an emergency, such as telephone 911 and/or contact an adult.</p> <p><b>3. Demonstrate the ability to respond appropriately to situations that do not require emergency services.</b></p> <p>a. Plan what to do in situations not requiring the use of emergency services, for example locked out of house, transportation issues, missed bus, parents not showing, or others.</p>

5.0 Cont'd.

Pre K	Grade K	Grade 1	Grade 2	Grade 3
	<p>B. Safety Rules and Procedures</p> <p><b>1. Identify ways to be safe when outdoors.</b></p> <p>a. Identify how to cross a street safely, including <i>Look</i> (left, right, left), <i>Listen</i>, and <i>Think</i>.</p> <p><b>2. Identify actions to stay safe from fires.</b></p> <p>a. Describe ways to prevent accidentally starting a fire.</p> <p>b. Demonstrate skills to keep safe from fires.</p> <p><b>3. Identify ways to be safe in a car.</b></p> <p>a. List safety rules for being a good passenger, for example wear a seat belt, sit quietly, sit in child safety seat, and always ride in the back seat.</p> <p><b>4. Tell what to know when lost (separated).</b></p> <p>a. Notify a trusted adult.</p> <p>b. Designate a location to meet.</p> <p>c. Express personal information such as name, phone number, address, parents'/caregivers' name, school, and group.</p>	<p>B. Safety Rules and Procedures</p> <p><b>1. Identify ways to be safe when outdoors.</b></p> <p>a. Demonstrate crossing the street safely.</p>	<p>B. Safety Rules and Procedures</p> <p><b>1. Identify ways to stay safe outdoors.</b></p> <p>a. Discuss strategies to stay safe on a bike or skates by following traffic signs and wearing a helmet.</p> <p>b. Demonstrate the ability to play safely on playground equipment.</p> <p>c. Demonstrate the ability to stay safe around water.</p> <p>d. Plan how to stay safe in the sun.</p>	

5.0 Cont'd.

Pre K	Grade K	Grade 1	Grade 2	Grade 3
		<p><b>5. Identify ways to stay safe around animals.</b></p> <p>a. Show precautions to take around animals.</p> <p>b. Demonstrate steps for approaching pets or other animals safely.</p> <p><b>6. Identify ways to stay safe at home.</b></p> <p>a. List actions to be safe in the kitchen.</p> <p>b. Create a list of products in the house that can be harmful.</p>		

5.0 Cont'd.

Pre K	Grade K	Grade 1	Grade 2	Grade 3
		<p>C. Harassment</p> <p><b>1. Identify the characteristics of a bully.</b></p> <p>a. Describe examples of teasing.</p> <p>b. Discuss examples of bullying including pushing/shoving (physical) and verbal threats.</p> <p>c. Identify examples of bullying/teasing in the media.</p> <p><b>2. Define and identify telling and tattling.</b></p> <p>a. Distinguish the difference between telling and tattling.</p> <p>D. Abuse and Assault</p> <p><b>1. Identify ways to stay safe from strangers.</b></p> <p>a. Model actions to stay safe around strangers.</p>	<p>D. Abuse and Assault</p> <p><b>1. Identify actions to stay safe from strangers.</b></p> <p>a. Describe procedures to follow when approached by a stranger in a variety of situations.</p> <p><b>2. Describe actions to stay safe around familiar people.</b></p> <p>a. Discuss how familiar people can hurt or make children feel uncomfortable.</p> <p>b. Demonstrate how to access help from police, teacher, nurse, guidance counselor, and parent.</p>	<p>C. Harassment</p> <p><b>1. Identify teasing and bullying as harassment and their effects on the individual</b></p> <p>a. Differentiate teasing and bullying.</p> <p>b. Recognize examples of teasing and bullying, such as isolation, name calling and other verbal assaults, and pushing and other physical assaults.</p> <p>c. Examine the effects of teasing and bullying from the perspective of the bully and the bullied.</p> <p><b>2. Describe and demonstrate the difference between telling and tattling</b></p> <p>a. Create role play situations for telling and tattling.</p>

### State Curriculum – Health Education

6.0 Nutrition and Fitness - Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.

Pre K	Grade K	Grade 1	Grade 2	Grade 3
<p>A. Responses to Food  <b>1. Identify the relationship between food and the senses</b>  a. Recognize that foods have different tastes, such as sweet, sour, bitter, and salty.</p>	<p>A. Responses to Food  <b>1. Identify the relationship between food and the senses</b>  a. Compare foods that have different smells.  b. Tell why food appearance affects food choices, such as color, shape, and texture.</p> <p>B. Food Production  <b>1. Tell the source of different foods.</b>  a. Identify foods that come from different sources, such as plant and animal.</p> <p>C. Manners  <b>1. Define proper eating manners</b>  a. Demonstrate proper eating manners, such as chew with mouth closed, don't talk with mouth full, don't reach across the table, and don't grab food from others' plates.</p>	<p>A. Responses to Food  <b>1. Demonstrate the relationship between food and the senses.</b>  a. Differentiate how the five senses affect food choices.</p>		

Pre K	Grade K	Grade 1	Grade 2	Grade 3
<p>E. Food and Health  <b>1. Recognize the relationship between food and health.</b>  a. Tell why the body needs food.</p>	<p>E. Food and Health  <b>1. Recognize the relationship between food and health.</b>  a. Explain how food affects the body.  b. Discuss how media influences food choices.</p> <p>F. Nutrition and Physical Activity Guidelines  <b>1. Identify food categories.</b>  a. Name the food groups.  b. List examples in each food group.</p>	<p>E. Food and Health  <b>1. Recognize the relationship between food and health.</b>  a. Define physical fitness.  b. Describe how food keeps the body healthy by maintaining strong bones, muscles, and teeth and preventing illness.</p> <p>F. Nutrition and Physical Activity Guidelines  <b>1. Recognize that foods are categorized into groups.</b>  a. Recognize the <i>My Pyramid</i> as an outline for healthy eating.  b. Explain the location of the food groups on the <i>My Pyramid</i>.  c. Demonstrate why it is important to eat at least five servings of fruits and vegetables a day, such as Fruits and Veggies: More Matters.</p>	<p>D. Nutrients  <b>1. Define nutrient.</b>  a. List the six major nutrients: water, fat, vitamins, minerals, carbohydrates, and protein.  b. Name a food source for each nutrient.</p> <p>E. Food and Health  <b>2. Explain the relationship between personal fitness and a healthy lifestyle.</b>  a. Discuss the importance of physical fitness and what it means to each individual.</p> <p>F. Nutrition and Physical Activity Guidelines  <b>1. Demonstrate that foods are categorized into groups.</b>  a. Classify foods into groups according to <i>My Pyramid</i>.  b. Specify the number of servings recommended per day from each group.  c. Illustrate a serving from each food group.</p> <p><b>2. Identify the Nutrition Facts Label</b>  a. Define the purpose of the Nutrition Facts Label.  b. Identify servings per container/package, calories and fat on a Nutrition facts label.</p>	<p>D. Nutrients  <b>1. Identify and define functions of nutrients.</b>  a. Describe the six major nutrients and how the body uses them.  b. Describe why the body needs water.</p> <p>E. Food and Health  <b>1. Demonstrate the relationship among food intake, physical activity, and weight management.</b>  a. Define healthy weight.  b. Discuss factors that affect a person's weight, such as age, gender, height, family, society, activity level, and illness.  c. Illustrate the importance of balancing food intake with physical activity.</p> <p>F. Nutrition and Physical Activity Guidelines  <b>2. Analyze the Nutrition Facts Label.</b>  a. Identify the information provided on the Nutrition Facts Label.  b. Explain why the Nutrition Facts Label is a valid source of information.  c. Compare the relationship between serving size and servings per container.</p>

6.0 Cont'd.

Pre K	Grade K	Grade 1	Grade 2	Grade 3
				G. Body Image <b>1. Identify and describe body image.</b> a. Define body image. b. Explain how internal and external influences impact body image.

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7.0 Disease Prevention and Control - Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce susceptibility and manage disease.

Pre K	Grade K	Grade 1	Grade 2	Grade 3
	<p>A. Disease Classification  <b>1. Define disease.</b>  a. Define the word disease.</p> <p>B. Prevention Practices  <b>1. Identify ways to reduce risk for becoming sick.</b>  a. List actions to prevent illness, such as washing hands, covering sneeze/cough, and getting immunized (shots).  b. Describe and demonstrate correct actions to prevent illness.  c. Describe when hands should be washed, such as before preparing/eating food, after restroom use, and other appropriate times.</p>	<p>B. Prevention Practices  <b>1. Identify basic ways to prevent the spread of germs.</b>  a. Define germs.  b. Describe ways germs can enter the body.</p>	<p>A. Disease Classification  <b>1. Describe disease.</b>  a. Define communicable diseases.  b. Define non communicable disease  c. Recognize the difference between communicable and non communicable disease.</p>	<p>A. Disease Classification  <b>1. Identify diseases as communicable.</b>  a. Discuss communicable disease.  b. Identify examples of communicable diseases such as, common cold, strep throat, flu, and others.  c. Explain the importance of prevention or early detection and treatment of disease.</p> <p><b>2. Identify diseases as non communicable.</b>  a. Discuss non-communicable disease.  b. Identify exams testing for the presence of non-communicable disease such as allergies, asthma, and others.</p> <p><b>3. Compare parasitic diseases.</b>  a. Identify parasites such as lice and ticks.  b. Identify conditions/diseases caused by parasites.  c. Illustrate strategies to prevent parasitic diseases.</p>